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SUMMARY OF THE STATE SUPERVISORS' ANNUAL REPORTS ON MODERN FOREIGN LANGUAGES, NDEA TITLE III NARRATIVE REPORTS SUBMITTED BY STATE DEPARTMENTS OF EDUCATION IN 1966.

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OFFICE OF EDUCATION, WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *INSTRUCTIONAL IMPROVEMENT, *LANGUAGE PROGRAMS, *MODERN LANGUAGES, *STATE FOREIGN LANGUAGE SUPERVISORS, *STATE PROGRAMS, FLES PROGRAMS, INSERVICE PROGRAMS, INSTRUCTIONAL MATERIALS, LANGUAGE ENROLLMENT, LANGUAGE LABORATORIES, LANGUAGE TESTS, TEACHING METHODS, DISTRICT OF COLUMBIA, NATIONAL DEFENSE EDUCATION ACT TITLE III

A SUMMARY IS GIVEN OF REPORTS SUBMITTED TO THE U.S. OFFICE OF EDUCATION BY 46 STATES PARTICIPATING IN THE NDEA TITLE III PROGRAM OF INSTRUCTIONAL IMPROVEMENT IN FOREIGN LANGUAGE EDUCATION. ACTIVITIES AND ACCOMPLISHMENTS FOR THE 1965-66 SCHOOL YEAR ARE SUMMARIZED FOR EACH STATE UNDER THE THREE HEADINGS OF EVIDENCE OF IMPROVED INSTRUCTION, EVIDENCE OF EFFECTIVE SUPERVISORY SERVICES, AND ADEQUACY OF MATERIALS AND EQUIPMENT ACQUIRED UNDER THE ACT. TOPICS DETAILED ARE--(1) TRENDS IN THE PURCHASE AND USE OF EQUIPMENT AND MATERIALS, (2) USE OF NEW APPROACHES IN FOREIGN LANGUAGE TEACHING, (3) DEVELOPMENT OF LONGER SEQUENCES OF STUDY, (4) IMPROVEMENT IN STUDENT ACHIEVEMENT ON STANDARDIZED TESTS, (5) ENCOURAGEMENT BY STATE SUPERVISORS OF LONG-RANGE PLANNING IN SCHOOL DISTRICTS RATHER THAN MERE PURCHASE OF EQUIPMENT, (6) DESIGN OF STATE-SPONSORED INSERVICE PROGRAMS, AND (7) INITIATION OF EFFORTS TO WORK WITH COLLEGE PERSONNEL ON THE IMPROVEMENT OF TEACHER PREPARATION. (AM)

National Defense Education Act of 1958, as Amended

Title III

Annual Report - Fiscal Year 1966

Part III - Narrative Report

MODERN FOREIGN LANGUAGES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SUMMARY OF THE STATE SUPERVISORS' ANNUAL REPORTS ON MODERN FOREIGN LANGUAGES

NDEA Title III Narrative Reports Submitted by State Departments of Education in 1966

This summary is intended to highlight some of the major activities in foreign languages in fiscal year 1966 that attest to the effectiveness of the NDEA, Title III. This information was gathered from the narrative reports submitted by the States. Since it is impossible to mention all the valuable accomplishments, an effort has been made to include a sample of some of the significant activities. The format of this summary corresponds to the three categories of information requested on the 1966 Annual Report Forms:

I. Evidence of Improved Instruction

II. Evidence of Effective Supervisory Services

III. An Estimate of the Percent of Adequacy of Equipment and Materials Acquired to Date

Forty-six states submitted reports in the area of Modern Foreign Languages. The reporting states were unanimous in their enthusiams for the NDEA III program and all felt that the funds available under this program improved instruction in ways that would have otherwise been impossible.

The acquisition of equipment and materials such as language laboratories, supplementary books, audio-visual aids are implementing new methods and ideas in the teaching of foreign languages. The trend seems to be toward an audio-lingual approach with greater emphasis on individual instruction. Most schools are showing longer sequences of study and students are showing higher scores on standardized tests.

The consultative services of the state supervisors are facilitating long-range comprehensive planning in the area of modern foreign languages. Local school districts are encouraged to submit projects that reflect this planning rather than just purchasing needed equipment. Workshops and other inservice programs continue to receive wide acceptance by teachers and administrators.

Many states are initiating communication with personnel of colleges and universities in an attempt to identify needs and suggest improvements in the area of teacher preparation.

Almost every state indicates that an increase in funds or at least a continuing of the present level of funding will be necessary to meet the estimated needs in the area of modern foreign languages.

ALABAMA

I. Observation and demonstration classes conducted by State foreign languages consultant in 1,966 classrooms and laboratories.

Four program evaluations.

Teachers note higher scores on standardized tests and contests, college placement tests.

"Advanced placement" in college courses reported by 35 high schools.

Informal, extra-curriculum activities, including study abroad.

Increased enrollments in FLES, junior high, and senior high.

Greater retention of students in longer sequences of study.

Wider use of audio-lingual-visual materials and supplementary materials.

Greater emphasis on all four skills.

Trend toward Listen-Respond equipment in classroom.

Greater use of visual equipment in presenting lessons.

More effective use of all equipment.

Improvement in preservice and inservice preparation of teachers.

II. Local leadership developed, especially through professional organizations and development of Alabama course of study.

Cooperation with variety of agencies doing related work.

III.

	Elem.	Sec.
Estimated Equipment	43%	55%
Materials	80%	85%

Based only on schools offering MFL.

ALASKA

I. None (only information regarding projects approved for MFL).

II. The new Consultant, who is to cover Language Arts, Modern Foreign Languages, and Social Studies, has previously taught English as a foreign language.

III. Estimated 40 percent in secondary schools, none in elementary schools.

ARIZONA

I. Testimony of teachers indicates more speedy progress of students, added course offerings, increased student interest, more frequent practice opportunities.

II. MFL Consultant appointed February 1966 but did not work full-time until June.

FLES and junior high programs are being encouraged.

Some local inservice programs were planned with State assistance.

III. Approximately 20 percent of Arizona high schools are employing a "complete laboratory approach."

ARKANSAS

I. State supervisor believes that MFL instruction has been strengthened during 1966, citing more extensive adoption of audio-lingual materials and increase in language laboratories.

Forty-three teachers attended Institutes, most of them at the University of Arkansas.

There was an increase in the number of contestants and in median scores in the national Spanish content.

The majority of students entering foreign language courses at the University of Arkansas received "advanced placement," and in college courses gave evidence of improved preparation.

II. State supervisor carries large responsibility for State and district meetings of MFL teachers, encouraging institute proposals and the improvement of teacher preparation programs. Arkansas had its first NDEA XI Institute for MFL teachers in 1966.

A corps of dedicated leaders has been developed who can carry on in the absence of the State supervisor.

III. Estimated equipment and materials 30 percent to 40 percent adequate.

[Gains made in FL enrollments during recent years but Arkansas was still lowest (8.4%) as compared with national average of 31.5 percent in 1964 (grades 9-12).]

CALIFORNIA

I. Increase in number of 4-year and 6-year sequences.

Enrollments have increased in grades 5-8, while diminishing in K-4.

Increase in number and use of listen-respond laboratories and other audio-visual equipment.

II. State supervisors organized extended summer workshops, assisted in the preparation of the three FL publications, and collaborated with several professional associations and conferences.

III. Approximately 50 percent of secondary schools have "adequate" language laboratory facilities.

COLORADO

I. Increase in foreign language enrollments and in student interest in foreign languages.

Trend toward acquisition of materials to implement programs.

Language laboratories continued to develop, especially through Institutes for teachers and for city and county supervisors.

Local inservice programs on language and linguistics used filmed presentations to improve teacher competence.

II. Several seminars and conferences brought together administrators, supervisors, curriculum directors, and college personnel to introduce resources and ideas for language development programs.

State supervisor aided five teacher-training institutions in planning improved programs. Some now screen candidates by using proficiency tests.

Awareness of the language needs of Spanish-speaking children has been created, leading to ESEA III proposals to meet them to some degree.

III. Estimated 15 percent at elementary school level, and 50 percent at secondary school level.

CONNECTICUT

I. Indirect influences only can be assessed.

Increase in number of language laboratories or electronic classrooms. (Two-thirds of secondary schools now have facilities.)

Acquisition of high quality equipment and materials.

Actual improvements in classroom instruction are coming about only slowly because of problems in teacher preparation.

II. Evaluation by teacher participants indicate the success of four workshops organized in 1966.

State-wide association of local foreign language coordinators was organized.

Responses to articles indicate effectiveness of newsletter and Advisory Committee paper.

NDEA III is assisting a study of the achievement of students in a 10-year sequence as compared with a 4-year.

III. Estimated 50-60 percent adequacy at secondary school level. There is little hope of improving the situation as long as local matching money is required.

DELAWARE

I. Dover cut its foreign language drop-out rate by 50 percent after they increased the time allotment in junior high school to 25 minutes daily, adopted integrated materials, and employed teachers with Institute training to fill vacancies.

Brandywine now offers two parallel French courses, one for students with average or lower English scores.

Improvement in fluency of both teachers and pupils through use of supplementary ETV programs.

Increase in the number of teachers having electronic classroom facilities and prepared to use the facilities effectively.

Spread of information and techniques for using overhead projectors.

Increase in student experience with native speakers through arrangements for visiting consultant, exchange of students, and study-tours.

Increase in number of teachers who have attended Institutes.

Increase in number of sequences of four or more years.

Increase in foreign language enrollments, especially at the elementary school level, and the number of teachers.

II. State supervisor planned nine workshops for secondary school teachers, sixteen workshops for FLES teachers, and one State conference; directed project to review foreign language study and travel programs and to advise teachers; arranged exchange program with Panama; advised State College and University regarding teacher preparation; advised educational television agency on foreign language offerings and inservice education.

III. Estimated 30 percent of elementary school classrooms in schools having FLES program are minimally equipped, and about 25 percent are adequately equipped.

DISTRICT OF COLUMBIA

I. Enrollments in modern foreign languages have doubled since 1958.

The total sequence in French and Spanish is now from grades 3-12.

FLES has grown from 2,097 pupils in 1959-60 to 10,216 pupils in 1965-66; from 9 teachers to 39 teachers in the same period.

II. Participation in State-sponsored inservice programs in 1965-66: FLES teachers, 100 percent, secondary teachers, over 90 percent.

III. Estimated proportion of teachers in District of Columbia using newer approaches to modern foreign language teaching: FLES, 100 percent; junior high, 51 percent; senior high, 49 percent.

III. Number of complete language laboratories or electronic classrooms in secondary buildings, 15; number of partial labs, none; number o separate junior high buildings with an electronic classroom, 25; number of elementary schools with language laboratory or electronic classroom, none.

FLORIDA

I. The State universities of Florida report that foreign language students now entering are better prepared than ever before.

Enrollments in all foreign languages have increased. The trend is toward a course of at least three years, and the level IV course is becoming a reality.

The foreign language supervisor has observed that more teachers are interested in inservice education and travel abroad, and display new approaches in teaching.

II. The State foreign language supervisor played an important part in the publication of the new Florida Foreign Language Guide, and served on the committee which prepared recommendations regarding teacher preparation and certification. He organized workshops and conferences, visited schools and aided in planning facilities and developing articulation.

III. About 50 percent of Florida schools have adequate language laboratory facilities.

GEORGIA

I. A more rapid change from traditional texts to audio-lingual materials.

Greater interest in electronic classroom facilities.

Special attention to teacher preparation.

II. Leadership increased through hiring of second consultant.

Extended coverage through conferences, improved communication through wider correspondence, visitation and the new instructional bulletin.

Strong curriculum framework has been prepared and a set of standards submitted.

III. Present adequacy estimated at less than 50 percent.

HAWAII

I. No specific evidence available, but some teachers participated in Institutes and summer courses.

II. Since there was no MFL supervisor in 1966, the director of elementary and secondary education carried this responsibility, but could provide little leadership. (Wahneta Mullen, formerly of Indiana, has been appointed to fill the vacancy which has existed for several years.)

III. Very few schools have adequate facilities for individual listening and speaking practice.

IDAHO

I. The total foreign language enrollment showed an increase over that of the previous year. There was also growth in the length of sequences offered.

New teachers are better trained and in greater supply. About 23 percent of the experienced teachers attended Institutes in 1966.

Approximately 75 teenagers studied and traveled abroad under the leadership of foreign language teachers. Some former high school students are now taking their junior year abroad, others are in the Peace Corps.

II. The foreign language supervisor visited schools, assisted inexperienced teachers and organized workshops and conferences.

A gradual change in the attitudes of college and university personnel is leading to a higher degree of cooperation between schools and colleges.

III. There are 18 complete language laboratories as well as 25 electronic classrooms which are providing a daily listening experience for about one-third of the foreign language students.

Each foreign language teacher is provided with his own tape recorder and tapes.

ILLINOIS

I. No specific evidence regarding pupil achievement.

Workshops of eight types were organized and held in eighteen locations for teachers in service. Attendance indicated that these workshops on teaching are fulfilling needs which are not being met by colleges and universities.

Enrollments in Spanish and French continue to increase.

A decided increase has been noted in the adoption of audio-lingual materials. Audio-lingual techniques are now fairly well accepted and used, even where the basic text and approach are traditionally oriented. Very few teachers are refusing or neglecting to utilize voices other than their own to model pronunciation and to teach comprehension.

II. It appears that the continued successful use of audio-lingual methods in all areas of the State is attributable, at least in part, to the combined efforts of the consultants, whose services are being requested more frequently. During school visits in 1966, they helped many teachers become aware of the newest and best instructional materials and equipment available, and helped articulate programs from level to level. They also spoke to students in teacher preparation courses and advised colleges on their programs.

III. Although the adequacy of present equipment has not been estimated, an obstacle to improvement has been identified. Many projects for NDEA III assistance were reviewed but could not be approved because of lack of Federal funds. Consultants find it discouraging to advocate curricular changes and additional equipment and materials without being able to offer financial support. It seems inappropriate that personnel and processing machinery are unable to continue to operate because of lack of funds.

INDIANA

I. Increase in foreign language enrollments, especially in advanced level courses.

Third level enrollments have nearly doubled in the past three years.

Observations during school visits and conferences indicate that teachers are interested in keeping informed about recent developments and that they are utilizing many modern techniques.

More schools are better equipped with laboratories and materials, and are using them to effect a richer foreign language program.

II. The State supervisor collaborated with the various Indiana foreign language committees and organizations and with the State Librarian, organized a workshop and a FLES conference, participated in twelve regional and State conferences, aided in the development of a special program for supervising teachers, and participated in a conference to improve teacher preparation.

The inservice education program was limited by a shortage of qualified instructors and inadequate funds.

III. FLES programs are especially weak in equipment and materials, the percent of adequacy being estimated at about 10 percent.

Although perhaps 95 percent of secondary schools have some equipment, an estimated 35 percent have adequate equipment and materials.

Even greater than this need for higher levels of teacher proficiency is the foreign language taught and increased knowledge of teaching techniques.

IOWA

I. There has been an increase in the number of approved teachers, but no increase in total modern foreign language enrollments over 1965.

There have been however, some increases in Courses III and IV, showing development of 4 level sequences.

II. (There is a drastic need for expanded inservice education programs. Limited funds have been a handicap.)

III. Based on an analysis of NDEA III applications and the comments of general consultants, it appears that

1. about 8 percent of the elementary schools have adequate equipment and materials

2. nearly 30 percent of the junior high schools have acquired equipment and materials or share it with senior high schools

3. about 30 percent of the senior high schools have laboratories with adequate equipment and materials.

KANSAS

I. Increase in number of language laboratories.

School visits and observations indicate effective utilization of language laboratories, widespread use of newer methodology and the adoption of newer textbooks and materials.

Attendance at NDEA XI Institutes, State conferences, workshops, and university courses are indicative of improved teacher competence.

II. The State consultant provided advisory service to local schools on matters of curriculum, instruction and facilities, spoke to area groups, worked on planning committees, and compiled information on foreign language instruction in the State.

III. The adequacy of equipment at the secondary level is estimated to be 90 percent; at the elementary level 75 percent.

The adequacy of materials at the secondary level is estimated to be 80 percent; at the elementary level 90 percent.

These estimates were arrived at by considering the types of equipment and materials purchased for each level.

KENTUCKY

No foreign language program under NDEA Title III reported.

LOUISIANA

I. Increased enrollments in French, Spanish, German, Latin, and Greek at the secondary level, and in French, German, Latin, and Greek at the elementary level were reported by public and private schools.

II. Requests for the services of the visiting foreign language consultant exceeded her ability to meet all of them.

The State supervisor organized workshops on teaching and testing, arranged cultural exhibits, aided textbook committees, assisted professional associations, and prepared a foreign language film bulletin for publication.

III. (The percentage of NDEA III expenditures for modern foreign languages continued to be substantially below the national average, which may indicate a rather low percentage of adequacy).

MAINE

I. Reports from 127 of the 253 junior and senior high schools of the State showed the following:

10 percent stated that more graduates were placing in advanced language courses in college
16 percent reported higher CEEB test scores
9 percent reported higher scores in college board listening comprehension test scores
12 percent reported that students were getting higher scores on standardized achievement tests
42 percent are using integrated audio-lingual materials
23 percent are using revised textbooks that incorporate audio-lingual practices.

The trend toward consolidation of schools has enabled more schools to employ better qualified, full-time foreign language teachers. Consolidation is also encouraging the acquisition of language laboratory equipment. Sixty-nine schools (25%) now have some kind of laboratory.

II. The State supervisor assisted local school districts in planning their foreign language curriculum, arranged workshops for teachers using the ETV program, helped to plan conferences, and assisted colleges in revising their methodology courses. He also urged the appointment of local coordinators and department heads and prepared newsletters for teachers.

III. Thirty-five of the sixty-nine laboratories currently in operation have sufficient facilities to provide daily practice for all language students. This number (35) represents about 14 percent of the total number of junior and senior high schools in the State.

MARYLAND

No report.

MASSACHUSETTS

I. Greater use of linguistically oriented materials with primary emphasis on the development of the fundamental skills in a sequence.

Integrated materials are the trend.

Greater emphasis on individualized work for students of average or below average groups.

Conferences and workshops, some colleges, and NDEA institutes have helped retrain older teachers and arouse awareness in new and younger teachers.

II. Local leadership improved through workshops and conferences.

Many local school systems are appointing foreign language coordinators.

Local visits to encourage long range planning.

Certification changes recommended to Board of Education.

III. Estimated adequacy: elementary level, 1 percent, secondary level, 35 percent.

MICHIGAN

I. Many major colleges and universities in Michigan report a higher level of proficiency in listening comprehension and speaking on the part of entering freshmen and attribute this improvement to an increased emphasis on the use of audio-lingual materials and equipment made possible by the utilization of NDEA III funds.

The traditional two-year program is disappearing from the larger schools. Approximately 25 percent of the secondary schools are offering a minimal four-year program, and many are developing a continuous grade 7-12 sequence.

II. At the second state-wide modern foreign language conference a Michigan Foreign Language Association was organized for the first time.

The foreign language supervisor organized ten area workshops, visited schools to aid in the planning of language laboratories, to advise on the establishment and maintenance of FLES programs, articulation, and the selection of equipment and materials, and to help teachers use their acquisitions more effectively.

III. Approximately half the language teachers in Michigan have adequate laboratory facilities in terms of providing sufficiently frequent practice for all modern foreign language students.

MINNESOTA

I. Marked increase in upper level courses.

One-fourth of the elementary schools had organized FLES programs.

Summer programs greatly increased, eight schools conducted summer programs in foreign countries.

Updated basic textbook systems and added electromechanical equipment.

Many schools evaluated language skills for the first time using nationally normed modern foreign language tests.

II. Inservice curriculum workshops in eleven regional centers in the State.

A new curriculum guide was completed, published and distributed.

III. Estimated adequacy: elementary, 50 percent and secondary, 60 percent.

MISSISSIPPI

I. Addition of more third and fourth modern foreign language courses.

More language laboratories.

II. Several conferences and workshops, one workshop held in summer for one week with 25 teachers attending.

Consultant has been active in liaison program with Latin American countries and in an educational program with foreign students at the University of Mississippi. Through this means some teachers with native Spanish tongue have been recruited for the schools of the State.

III. About 75 language laboratories out of approximately 457 high schools.

Most schools with laboratories have necessary tapes and other materials.

Many schools without complete laboratories have tape recorders, record players and listening stations.

Initial impetus to modern foreign language in elementary schools has not persisted. However, programs in some schools have proved successful.

MISSOURI

No foreign language program reported.

MONTANA

I. Reports from all the universities of the State and even outside the State agree that the finished product now emerging from Montana high schools is vastly improved by comparison with his counterpart of a few years ago.

The conditions of learning have improved by virtue of the attendance of teachers at institutes, the growing spirit of professionalism, and the acquisition of laboratory equipment and materials.

II. Schools readily request the advice and services of State consultants when they are planning new programs, laboratories, textbook adoptions, etc., and maintain an "open-door" policy regarding supervisory visits.

The State supervisor cooperated with university personnel on problems of teacher training and assisted in summer seminars.

III. In most of the secondary schools which offer a foreign language there is adequate opportunity for daily practice. Almost every one of these schools has at least a tape recorder, and about 50 percent have some variety of language laboratory, usually mobile because of the small enrollments.

Equipment for practice in FLES programs is somewhat inadequate, there being no language laboratories in elementary schools.

NEBRASKA

I. The report from Nebraska was in the form of a research study covering the academic years 1962-63 to 1965-66. Some of the significant results are as follows:

1. Nearly one-fifth of the Nebraska public school pupils in grades 7-12 have been enrolled in a foreign language each school year during this time.

2. Foreign language in grades 7 and 8 has experienced a 44 percent increase in enrollment during this period.

3. Enrollment in foreign language has remained more stable, with an increase from 17,579 in 1962-63 to 20,128 in 1965-66.

NEVADA

I. The universities at Reno and Las Vegas reported that the incoming language students are better prepared than in the past several years.

Washoe County has established a 7-12 sequential program in Spanish, French, and German.

The number of foreign language teachers increased by about 50, the largest increase being at the elementary school level.

The methodology has been strengthened in several school districts through workshops conducted by the teachers themselves. Approximately three times as many teachers took part in foreign language conferences as in the previous four or five years.

Two school districts have acquired dial-access laboratory equipment to serve multiple classrooms.

II. The foreign language consultant organized and coordinated some local FLES programs and organized consultant services on the teaching of reading. A tentative FLES course of study was published.

III. At the secondary school level, approximately 50 to 60 percent of the schools have installed equipment. Many teachers, lacking adequate preparation, have not utilized at peak efficiency the more complicated laboratories. Both existing and new laboratories are being planned for more teacher usability. The need for other audio-visual equipment is still great.

The FLES program is growing quite rapidly and it is anticipated that many more materials will be needed.

NEW HAMPSHIRE

I. More language laboratories and expecially electronic classrooms. More of these in junior high schools.

Teachers report greater success with supplementary listening comprehension exam.

Audio-lingual method more and more prevalent.

II. Encouragement by State supervisor of description of total foreign language program in a particular school with development of a basic philosophy of foreign language education with specific objectives and methods.

Review of major acquisition projects in planning phase.

Follow-up and evaluation of acquisition projects.

III. Eighty-five percent of high schools have electronic equipment, approximately seventy percent being adequate.

NEW JERSEY

I. The continuation of the gradual move toward audio-lingaul and linguistically sound materials is still evident.

Franch, German, Spanish, and Italian enrollments continue to grow faster than the high school population. Chinese is offered in at least one more school. Polish is taught in one school.

One hundred and fifteen New Jersey teachers participated in NDEA XI Institutes.

II. The consultant was in part instrumental in effecting a change in the certification requirements for foreign language teachers at the secondary level and in initiating requirements for FLES teachers.

For specific difficulties in the use of new materials, a personal visit and discussion of problem areas was usually effective. The supervisor also assisted local administrators in setting up in-service training programs to help their teachers use equipment effectively.

III. Estimated 40-45 percent of secondary schools have adequate equipment and are using the most modern materials.

Some equipment acquired in early days of NDEA III program is now obsolescent or worn out. It is estimated that an increasing proportion of expenditures for equipment will be for replacement and up-dating.

NEW MEXICO

I. The most specific evidence consists of observations of actual teacher performance and student acquisition of language skills. During school visits, one sees modern techniques of teaching being used, along with fine equipment and materials.

II. The specialist helped strengthen the language program in the State through organizing eight workshops and several demonstrations, through classroom visits and conferences with teachers, assisting in the planning of projects and reviewing them, and serving as consultant for the establishment of two programs of teaching Spanish to Spanish-speaking children.

III. Estimated that 55 percent of the schools have "adequate facilities" for the teaching of modern foreign languages.

NEW YORK

I. Increase in the adoption of "modern materials" and in use of visual aids.

Pupil performance on Regents exams has improved from 2 to 8 percentage points.

Teachers are generally making a laudable effort in personal reorientation of attitudes and techniques and in foreign language proficiency. Some 400 teachers attended Summer Institutes, an appreciable number took courses in summer schools, and about 150 teachers attended New York State Institutes.

A project was set up for the collection of data on the partial satisfaction of certification requirements through teacher proficiency examinations. Seven training sessions were held for foreign language teachers on the development of classroom achievement tests.

II. Four curriculum documents were prepared with the assistance of the foreign language supervisors.

Local study groups were encouraged, assisted in organizing, and provided with filmed materials.

State supervisors organized and conducted 11 regional workshops for 600 teachers, and participated in some 40 professional meetings.

III. It is estimated that about 30 percent of the elementary schools are adequately equipped and about 5 to 10 percent of the junior high schools and about 20 percent of the senior high schools have "some kind of laboratory".

NORTH CAROLINA

I. Increasing enrollment in advanced courses, better college placement scores.

Increasing amounts of supplementary materials, more carefully chosen.

Sixty to sixty-five percent of foreign language teachers are using at least some new techniques.

Sixty to sixty-five percent of modern foreign language teachers have attended NDEA summer institutes.

II. One hundred and sixty-five school visits made and sixty local conferences held by foreign language staff.

Total of 81 workshops, three inservice courses, two courses for FLES teachers. Three summer workshops.

Modern Foreign Language Forum organized representing administrators, supervisors, teachers, and college personnel. Curriculum articulation and teacher training were discussed.

Third State-wide conference for modern foreign language teachers attended by approximately 400 foreign language teachers and administrators.

Three issues of Modern Foreign Language Newsletter were prepared and distributed by the foreign language staff.

III. It is estimated that about 35 percent of public secondary schools in the State have adequate language laboratory facilities.

NORTH DAKOTA

I. Longer sequences of study.

Increase in utilization of electronic devices such as tape recorders, film-strip projectors, etc.

II. One inservice program for French teachers, ten 6-hour sessions.

A meeting of foreign language teachers under direction of State supervisor to discuss critical issues. These recommendations were formulated: 1) Colleges initiate achievement tests for matriculating students to establish advanced placement, 2) State Department of Public Instruction appoint a committee to study the elementary and secondary curriculum situation and make proposals for improvement, 3) Cooperative efforts for improving teacher competencies.

Outcomes of this meeting: 1) Preliminary steps toward selection of curriculum committee, 2) Short-term Summer Institute for teachers of French.

III. Percent of adequacy: elementary, 5 percent; secondary 12 percent.

OHIO

I. More schools are offering both modern and classical languages.

Longer sequences have been developed. More students are beginning their study of a modern foreign language in grades 7 and 8; more are continuing the study in grades 9-12; enrollments in Courses III, IV, and V have increased.

Many teachers improved their competence by attendance at Institutes, NDEA III Workshops, local workshops, university courses, conferences and staff meetings, and by study and travel abroad.

Students have been provided with an increasing number of learning opportunities, that is, more contacts with authentic samples of the foreign language and culture, through the direct experience of teachers who have lived and studied in the foreign country, through the use of native speakers, and through modern materials and equipment.

Colleges report that entering students are much better prepared than those who entered in the past. Enrollments of freshmen in second, third, and fourth level courses have increased. According to this research report, Dr. Theodore Mueller of the University of Akron found that a large percentage of those who began their study of French at the university level were students with low aptitude in foreign languages, indicating that the higher aptitude students tend to begin the study of French below the college level.

II. The State consultant organized numerous workshops, visited classes and conferred with administrators and teachers, spoke to professional and lay groups, collaborated with curriculum guide committees, cooperated with publishers in providing inservice training, assisted Institute directors, collected and disseminated information, made evaluations of programs, teachers, equipment, and materials, advised on testing, and aided in the planning of experimental programs and research projects.

III. Approximately 30 to 35 percent of the secondary schools have equipment adequate to provide listening and speaking practice for all students at least two full periods per week. Another 30 percent have partial equipment, ranging from a tape recorder and record player to full equipment for part of a class.

Urban schools are generally better equipped than rural schools. Lack of sufficient equipment is usually due to a lack of local matching funds or inadequate training of teachers in the use of audio-visual and electronic equipment.

Approximately 80 percent of the secondary schools have acquired materials, most recorded, visual, and supplementary, under the NDEA III program.

OKLAHOMA

I. More students are enrolled in modern foreign languages than ever before in the history of education in Oklahoma.

Teachers are enthusiastically accepting new methods and availing themselves of inservice study opportunities as well as Institutes and university courses. They are also traveling more and studying abroad.

The majority of administrators, formerly either indifferent or opposed to foreign language study, are now interested in a constructive program.

Classes in small and large schools alike are being conducted almost entirely in the target language.

II. The State foreign language supervisor organized a series of area workshops for secondary school teachers, served as chairman of foreign language committees under the North Central Association's program to evaluate high schools and made suggestions for improvements, and also served on TEPS evaluation committees for teacher training institutions.

Administrators are cooperating with the State supervisor s work and are becoming seriously concerned about the foreign language programs in their districts.

III. Much new laboratory equipment has been purchased so that it is almost impossible to find foreign language classes where some sort of electronic equipment is not in use. In schools where separate laboratories are provided, individual classrooms have tape recorders and record players.

OREGON

I. The State-adopted texts have encouraged the use of audio-lingual methodology; teachers with no knowledge of this methodology, however, are not forced to use the State-adopted texts.

II. The foreign language consultant visited elementary, junior high, and high schools throughout the State and encouraged teachers to participate in institutes and other inservice activities. He organized and participated in State and regional conferences and workshops, and participating in programs of school evaluation.

He headed a State committee which prepared FLES guidelines and another which prepared drafts of a foreign language handbook. He also participated in a committee on foreign language coordination which studied problems of placement of incoming college freshmen.

III. No estimate given.

PENNSYLVANIA

I. All school districts are in at least the third year of the mandated four-year sequence of the first foreign language and in the first year of the mandate for an additional foreign language. Exploratory or "conversational" courses are being eliminated. About 20 percent of the administrative units now offer courses of five or six years.

Secondary school enrollments in French, German, Russian, and Spanish increased over the previous year, as did FLES enrollments.

The certification regulations requiring proof of proficiency is improving course offerings in teacher preparation institutions.

The shift to audio-lingual instruction has surpassed the 50 percent mark. Teachers are using supplementary audio-visual materials at all levels in both elementary and secondary schools.

II. The foreign language specialist acquainted teachers and administrators with new materials and methods and provided guidance in planning by organizing regional and local inservice programs, by visiting schools and participating in demonstrations. He advised regional committees on the telecasting of foreign language programs and explained changes in testing and certification requirements to professional organizations. A guide to accompany the series of films on the use of the language laboratory was published.

III. Approximately 55 percent of the school districts have adequate equipment to permit students to have at least two twenty-minute practice periods per week, the total number of laboratories, partial and complete, mobile and fixed, having risen to about 760. Laboratories are being supplemented by listening positions in locations readily available to pupils in study halls.

Projection materials for filmstrip and overhead projectors are being utilized in about 60 percent of the schools.

RHODE ISLAND

I. Twenty-five school superintendents submitted project applications in modern foreign languages.

More students were enrolled in a modern foreign language in Rhode Island during fiscal year 1966 than in any year since NDEA was enacted.

II. No foreign language consultant.

III. Approximately 55 percent of the public secondary schools have adequate laboratory facilities.

SOUTH CAROLINA

No foreign language program reported.

SOUTH DAKOTA

In the absence of a qualified specialist, a State Foreign Language Curriculum Committee has been in existence since 1961, organized expressly as an advisory and planning committee for the State Department of Public Instruction until a State supervisor would be appointed. In fiscal year 1966 the Committee discussed the qualifcations for this position and sent a resolution to the Department.

In its report for 1966, the Foreign Language Curriculum Committee described briefly its activities but did not directly address itself to the three principal questions of the 1966 Narrative Report for Modern Foreign Languages, NDEA Title III. It did, however, indicate that meetings were held to explain the Guidelines for the Teaching of Modern Foreign Languages in South Dakota, written by committee members and published in 1963, and that five demonstration centers had been set up and operated successfully.

TENNESSEE

I. The following observations substantiate the feeling of the State foreign language supervisor that modern foreign language instruction has been improved:

Higher student achievement based on scores on competitive examinations.

Increased interest on the part of administrators, and increased student interest evidenced by growing enrollments.

Growth of FLES programs and the institution of more advanced courses on the secondary level.

Teacher interest in varying methodology and techniques.

Teacher interest in increasing academic and professional competence through attendance at Institutes and workshops of high caliber.

Acquisition of equipment and materials to implement newer methodology, and to provide for individualized instruction and course enrichment.

Cultural exchange projects and student contacts with visiting teachers who are native speakers.

II. Local leadership, with State supervisory assistance, has produced workshops which in turn have resulted in improved teacher proficiency and enthusiasm. The same leadership combination has developed local curricula to update and upgrade instruction. A new State modern foreign language curriculum guide has been published and has been warmly received by administrators and teachers. Various brochures and papers have been duplicated and distributed as aids to teachers.

III. If the equipment and materials acquired are assessed with relation to the attainment of local goals within the framework of local concepts and State requirements, an estimate of 60 percent to 75 percent would be appropriate for both elementary and secondary levels.

TEXAS

I. Audio-lingual textbooks and related materials are now used by a majority of Texas modern foreign language classes, according to observations by State staff members.

Audio-visual teaching has been promoted by the production of grammar transparencies for Spanish and French, and tape-scripts and tapes for French (the work of a visiting consultant), and also by free duplication of tapes accompanying most of the State adopted textbooks.

Fifty-five schools have indicated that they conduct special Spanish classes for native speakers of Spanish.

More schools are establishing Levels III and Iv, particularly in French and Spanish. An earlier start in grade 7 is making possible advanced placement courses in some high schools.

II. State Agency personnel have participated in evaluation of local foreign language programs and have assisted schools with the development of curriculum guides.

Four extended inservice workshops on Spanish language, and culture, and audio-lingual techniques were supported by the Texas Education Agency and NDEA III funds.

The number of local foreign language supervisors increased by a small number, and several more school districts expressed an interest in employing foreign language supervisors to provide local leadership.

III. In elementary schools employing FLES specialists, it is estimated that materials are 80 percent adequate.

In secondary schools, it is estimated that the equipment and materials were approximately 90 percent adequate, but there are still many schools whose teachers have neither individual tape recorders nor proper audio-visual aids.

UTAH

I. The results of testing second level French and Spanish students in Granite School District (one of the State's largest) generally indicate the advantage of experiencing foreign language study in junior high school over a later start in senior high school.

A master's thesis by Glen W. Probst at Brigham Young University showed that a majority of the foreign language teachers in Utah prefer the audio-lingual method of approach.

Foreign language enrollments in grades 7 and 8 continued to increase although they leveled off in grdes 9-12.

II. The State foreign language specialist developed local leadership through the conferences of the Utah Foreign Language Association, evaluated and recommended textbooks for State adoption, and visited and evaluated junior high and high school foreign language programs. A FLES guide was completed, the secondary school guide was rewritten, and the foreign language section of the evaluative criteria for junior high schools were also revised by committees.

Under a Cooperative Research Program grant, "A Pilot Study to Determine the Influence Upon Teachers and Students of a Television Program Designed to Provide Inservice Training and Classroom Instruction in Spanish" was conducted. (Report to be completed in fiscal year 1967).

A foreign consultant visited classes, lectured, and aided school districts with their television programs in Spanish.

III. It is estimated that language laboratory equipment is 30 percent adequate. About 66 percent of the respondents in Probst's study indicated that they did not have access to a laboratory.

An estimate of 60 percent for other types of equipment would be appropriate.

VERMONT

I. Statistics of the University of Vermont Testing Center on 287 students (60 percent from Vermont) who presented College Board Achievement Test scores in French, Fall 1965, indicate gains over 1964 in highest score, mean, lowest score, and quartile boundaries.

Also in Fall 1965, the Testing Center provided data on 182 students from Vermont high schools who had completed the Intermediate French course in their freshman year, revealing that those students who had received instruction in high school under the direction of a teacher who had participated in an NDEA French Institute or had attended one or more sessions at Middlebury College French School showed superiority in average college grade, in smaller number of failures, in number of credits earned, and in CEEB Achievement scores.

Enrollments in Spanish and German increased significantly over the preceeding year.

Over 65 percent of the secondary school modern foreign language teachers have had recent training or retraining in the foreign language they teach and in methodology. About 85 percent have participated in regional and State meetings or workshops. Over 90 percent of the secondary schools and all the FLES programs (30 districts) are using new methods and materials. About 40 percent of the FLES teachers have had recent training in foreign language and methodology.

II. Local leadership was developed through a series of workshops for department heads and coordinators.

Foreign language instructional centers in public schools were planned and established in order to promote inter-school visitations, encourage the exchange of ideas, and stimulate further curriculum development.

The State supervisor organized a modern foreign language program for principals, advised administrators during school visits, and assisted in the planning of laboratory facilities in new school.

III. Over 75 percent of the secondary schools have some form of audio devices for developing the skills of listening comprehension and speaking. The range is from a simple tape recorder to a complete audio-active-record laboratory. Approximately 33 percent of these schools have audio-active laboratories, with partial or complete record facilities.

It is estimated that a minimum total of $75,000 will be needed annually for audio and visual facilities and related materials for modern foreign language instruction in new, consolidated high schools, and a minimum annual total of $60,000 will be required to make corresponding improvements in existing high schools.

Television receivers will be needed by local schools to permit utilization of programs on the ETV network.

At the elementary school level, materials, especially films, are inadequate in terms of uniformity and cultural experience.

VIRGINIA

I. A pilot study to determine whether some foreign language students have achieved sufficient linguistic development in order to use the foreign language to study an academic subject, e.g., history is being carried on and already has provided some evidence that this is being realized. It appears that superior student achievement is making possible an undertaking that would not have been attempted several years ago.

Enrollments in French, Spanish, and German continued to increase.

Russian is taught in seven high schools, but enrollments have declined in the past two years. Chinese and Portuguese were taught to small classes.

Several counties and cities have six-year sequences. Nearly one-third of the senior high schools now offer four years of instruction in at least one foreign language.

"If one can reasonably assume that student achievement is enhanced as the conditions which influence learning improve [attendance by teachers of institutes, workshops, and conferences, travel abroad, requests for supervisory services and teaching materials], then we feel that the foreign language program has been strengthened during the past year and the past several years."

II. Through the pilot study mentioned above, the teachers involved have sought to further qualify themselves for new tasks and leadership roles.

The State supervisors have advised on local curriculum planning, new school facilities, and teacher preparation programs, and have been instrumental in having certification requirements increased.

III. Probably all schools need some equipment and materials, from those having only textbooks to those relatively well supplied. A new State textbook adoption, effective September 1967, is expected to result in a demand for related materials, tapes, and tape recorders along with the new textbooks.

WASHINGTON

I. School districts have indicated improved student achievement, while colleges reported that students who studied a foreign language for three or more years in an unbroken sequence do well in placement tests.

In general, school systems are providing newer types of teaching materials. The larger districts have linguistically oriented textbooks with accompanying tapes and visual materials.

Experiments with flexible scheduling are making it possible for more junior and senior high school students to enroll in foreign language courses.

Sequences have been extended in the junior and senior high schools of more of the smaller districts.

II. The foreign language supervisor has worked cooperatively with the new Washington foreign language program (supported by Ford Foundation) and with local coordinators, county curriculum directors, and school administrators, and participated in school surveys and the Curriculum Committee for the ETV Spanish course. She has provided leadership for the State Foreign Language Advisory Committee and the State Foreign Language Curriculum Committee.

Inservice education was furthered by the initiation of a summer FLES workshop which provided practical experience in both language and teaching.

Preservice education for foreign language teachers was aided by the organization of discussion groups at the Teacher Education Conference, one result being the offering of foreign language methodology courses by more colleges.

III. A recent survey showed that

155 of 176 junior high schools and 280 of 312 senior high schools have a tape recorder and a record player available for each foreign language class.

103 junior high schools have some kind of language laboratory or electronic classroom. Of these 56 are "complete", i.e., they will accommodate all students in a class.

155 senior high schools have some kind of laboratory or electronic classroom, with 99 of these "complete."

The percent of adequacy is increasing by virtue of the expansion of partial installations.

Equipment for the Seattle FLES program (ETV), consisting of classroom TV receivers, headsets, and listening boards, is considered adequate in all 86 elementary schools.

WEST VIRGINIA

I. The total modern foreign language enrollment continued to rise, gains being recorded in French, German, and Russian.

There has been an increase in the number of four-year sequences in French and Spanish.

II. The State supervisor initiated a series of extended inservice workshops in various parts of the State in addition to numerous shorter workshops. With the collaboration of the visiting French Curriculum Specialist, these sessions were held for teachers of French and Spanish, and utilized specially prepared tapes and written materials.

Consultant service was given to colleges and universities in the drafting of their Institute proposals and in the development of their programs of foreign language teacher preparation.

The workshop program has stimulated local leadership, and has spurred local committees to evaluate their foreign programs in terms of the guidelines of the West Virginia Comprehensive Educational Program, thereby developing an awareness of the need for further inservice education and improved curricula.

III. It is estimated that less than 1 percent of all elementary schools have adequate materials and equipment to provide a foreign language program.

Approximately 21 percent of all secondary schools have language laboratory facilities, but many were installed in the early days of NDEA and are now in need of remodeling or expansion.

WISCONSIN

I. All major school systems purchased audio-lingual materials or equipment for instruction in at least one of the commonly taught languages. The largest district elected to use audio-lingual materials for all their schools in all languages taught. The purchase of sufficient tapes and visual materials for use with audio-lingual courses appeared to be more favorable than in previous years. Approximately forty new laboratories or electronic classrooms were purchased.

Enrollments increased in Spanish, French, German, and Russian in grades 9-12 over the preceding year.

Total foreign language enrollments in grades 7-12 have increased more than threefold since 1960, with enrollments in grades 7 and 8 showing about a ninefold increase.

II. The NDEA III section has sponsored three basic types of inservice instruction: conferences, extended workshops, and two-week summer institutes.

Evidence of the success of a conference for administrators, predicated on the essential need for their full cooperation in the establishment of effective foreign language programs, came in the form of follow-up contacts in which this conference was specifically referred to as having provided the impetus for local curricular change.

Written reports submitted by the participants in a conference for teachers were almost unanimously favorable regarding the effectiveness of the presentations and demonstrations on the teaching of reading and writing and the utilization of the language laboratory.

State leadership also effected local workshops supported by a combination of Federal and local matching funds. These workshops concentrated on the production of materials which the teachers could use in their own situations.

A short-term summer institute permitted teachers in service to work on a project for the improvement of instruction drawn up and submitted in advance of the institute. Projects involved study in linguistics, the teaching of culture, and foreign language skills.

The State supervisor played an active part in the establishment of a new foreign language education center for the preparation of teachers for both elementary and secondary schools at Whitewater State University and collaborated with several other State universities on preservice education. He also cooperated with the coordinators of the projects to produce curriculum guides in French, German, and Spanish. Patterned after the social studies "Conceptual Framework" guide, essentials for communication are listed under such areas as pronunciation, structure, work order, culture, and vocabulary. Each of these items is related to the various skills and concepts which must be developed.

A temporary expansion of State supervisory services was made possible by the employment of a regional foreign language consultant for five months. Nevertheless, the number of requests for service exceeded the ability to meet such requests.

III. Inasmuch as fewer than 50 percent of all high schools have actually purchased even minimal language laboratory equipment, it would seem that less than 25 percent of all equipment needs have thus far been met at the grade 9-12 level.

At the junior high school level, a ratio of approximately one laboratory for every 1,000 students indicates clearly that it is not possible for more than a small proportion of the total school population to spend a significant amount of time in the laboratory situation.

As for tape recorders, it is rare to find a senior high school foreign language classroom which is not so equipped, but in junior high schools teachers are quite often expected to share a tape recorder with teachers of several other subjects. As for visual equipment, the situation is generally less favorable at all levels.

Unlike the early years of NDEA, it is now rare to find a language laboratory for which no tapes have been purchased. Approximately 60 percent of all grade 9-12 schools now have a basic tape program, but there is still a great need for remedial oral drills and enrichment-type taped material.

The possibilities of using projected materials in foreign language instruction have scarcely been tapped. Despite seven years of NDEA support, a substantial number of teachers can still be observed basing their teaching upon the printed matter in a single textbook.

WYOMING

The State has been unable to employ a supervisor for modern foreign languages. The expenditures for modern foreign language projects represented 15.5 percent of the total allocation of Federal funds, virtually all of the project expenditures having been for secondary schools. No Title III funds were expended for foreign language supervisory services.

It is estimated that modern foreign language equipment and materials are 15 percent adequate for the elementary school level, and 40 percent adequate for secondary schools.

GUAM

No foreign language program reported.

PUERTO RICO

No foreign language program reported.

VIRGIN ISLANDS

I. Electronic equipment for teaching of Spanish purchased for one school.

Audio-visual material to accompany existing textbooks acquired for teaching of Spanish in the FLES program.

All fourth grades in St. Thomas and St. Croix received 40 minutes of Spanish weekly.

All fifth and sixth grades in St. Thomas, St. Croix, St. John received 40 minutes of Spanish weekly.

All seventh grades received Spanish instruction for one semester.

Spanish was an elective in all high schools. Two years of French was offered in both senior high schools.

II. Preparation of Guide for Teaching of Modern Foreign Languages.

Classroom visits and demonstrations.

Workshop for FLES teachers.

III. Number of laboratory facilities in three islands: 3. In working condition, good, 2; partial, 1.

Other equipment in good working condition.